PRIMARY AND ELEMENTARY EDUCATION

• Policy and Programmes
• Growth and Development
• Organisation and Management
• Sociological and Psychological Aspects
• Democracy and Education

Edited by
JAGANNATH MOHANTY
Former Principal-cum-Professor of Education,
Dr. P.M. Institute of Advanced Study in Education, Sambalpur and Radhanath IASE, Cuttack.
Emeritus Fellow, U.G.C, New Delhi

DEEP & DEEP PUBLICATIONS PVT. LTD.
F-159, Rajouri Garden, New Delhi - 110 027

© 2002 JAGANNATH MOHANTY

All rights reserved with the Publisher, including the right to translate or to reproduce this book or parts thereof except for brief quotations in critical articles or reviews

Contents

Preface ix

PART I
POLICY AND PROGRAMMES OF PRIMARY/ ELEMENTARY EDUCATION: INTERNATIONAL AND NATIONAL
2. National Education in India 17
3. Education for All: A National Challenge 29
4. Reschooling, Not Deschooling 39
5. Life-long Education: A Way of Life 44
7. New Challenges of Education 53
8. An Educational Trip to Wales in the UK 57
9. Reminiscences of a Primary School Supervisor 61
10. Salient Features of the British Elementary Education and their Relevance in the Indian Context 67
11. Role of UNESCO, UNICEF, UNDP, World Bank and UNFPA in Financing Education 73
12. Rights of the Child and Universalisation of Elementary Education 82
13. Minimum Levels of Learning (MLL) in Elementary Education 91
15. Research on Educational Broadcasting and Audio-Video Programmes for Professional Growth of Primary School Teachers 109

PART II

GROWTH AND DEVELOPMENT OF PRIMARY/ ELEMENTARY EDUCATION
16. Growth of Primary Education in the Free India 119
17. Development of Elementary / Primary Education since Eighties 143
18. Primary Education—Its Role, Objectives and Functions 157
19. Universalisation of Elementary Education 167
20. Equalisation of Educational Opportunities 183
21. Disparities in Elementary Education: Barriers in Universalisation 193
22. Innovations in Elementary Teacher and Adult Education 199
23. Operation Blackboard: A Symbol of Progress in Primary Schools 208
24. Principles of Curriculum Development 220
25. Curriculum Reconstruction 241
26. Elementary Education as Human Resource Development 259
27. DPEP: Much Ado about Something 272
28. UN System Support for Community Based Education 278
29. Education Guarantee Scheme and Alternative Innovative Elementary Education 295
30. Learning without Burden 299

PART III
ORGANISATION AND MANAGEMENT OF PRIMARY/ELEMENTARY EDUCATION
31. Role and Responsibilities of Teachers 313
32. Effective Teaching and Successful Teachers 325
33. Inservice Education and Training for Teachers (INSET) 335
34. Classroom Organisation and Management 344
35. Headmaster: His Duties and Responsibilities 353
36. School Plant: Various Physical Resources 361
37. School-Community Relationship 378
38. Organization of Co-curricular Activities: Values and Principles 386
41. Role of Juvenile Literature in Elementary Education 409
42. Evaluation of Students' Learning 414

vii
43. Media and Materials for Children's Learning 419
44. Teaching Techniques and Skills 425
45. Audio-visual Education 438

PART IV
SOCIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF PRIMARY/ELEMENTARY EDUCATION
46. Elementary Education for the Underprivileged 453
47. Education of Girls 467
48. Education of Children from the Scheduled Castes, Tribes and the Backward Communities 481
49. Elementary Education for the Backward Learners 493
50. School Education of Specially Handicapped Children 502
51. Problems of Financing School Education 511
52. School Improvement Programme for the Elementary Schools Through Voluntary Efforts 514
53. Some Problems in Tribal Education in Orissa 520
54. Child Growth and Development 523
55. Physical Growth and Development 535
56. Intellectual Development 542
57. Emotional and Social Development 545
58. Children's Creativity: Meaning, Nature and Identification 551
59. Encouraging Children's Creativity 558
60. Individual Differences of Pupils—A Challenge to our Teachers 562
61. Language Development of Children 572
62. Promotion of Speech Activities Among Children 580

PART V

DEMOCRACY AND PRIMARY/ELEMENTARY EDUCATION: CASE STUDIES AND INVESTIGATIONS
63. Impact of Democracy on Primary Education in India 587
64. A Study of the Inspection Reports of Primary Schools 594
65. A Study of the Methods of Inspection of Primary Schools in Orissa 610
66. Early Childhood Education (ECE) and its Need for Universalisation of Elementary Education (UEE) 624
67. A Study of the Efficacy of the Field Trip in the Teaching of Social Studies (Primary) 637
68. A Study of the Reading Interests of Children 642

viii

69. An Investigation into the Problems and Prospects of School-Community Cooperation for Democratisation and Improvement of Education 651

Appendices:
1. Government of India and UN System Support for Community Based Primary Education 660
2. An Extract from the Programme of Action (POA), 1992 689
4. Norms and Standards for Elementary Teacher Education Institutions, 1995 720
5. Sarva Shiksha Abhiyan: A Programme for Universal Elementary Education in India, 2000 734

Bibliography 743
Index 750
Preface

Primary or Elementary Education has been the major concern of all nations, since it is the foundation of the entire superstructure of Education and is directly related with success of democracy. Its universalisation has been taken as an international challenge, a national commitment and an important concern of the States over the last five decades. Universalisation of Elementary Education being a Constitutional Directive has still remained unrealised and removal of mass illiteracy being a "national stigma" as pointed out by Mahatma Gandhi, has still eluded the grasp inspite of a large number of projects, schemes, experiments, drives and campaigns. A plethora of reports furnished by various Committees and Commissions have been implemented half-heartedly without expected results. Although the problems are still serious they have to be tackled as early as possible with a strong political will and a determined national commitment.

This book is an humble effort in the form of a compendium on this major issue "Primary and Elementary Education" presented in 69 chapters under five parts. The Part I is entitled "Policy and Programmes of Primary/Elementary Education: International and National" in which there are 15 chapters dealing with the Role of various international bodies like UNESCO, UNICEF, UNDP, World Bank and UNEPA in the field of Universalisation of Primary/Elementary Education and Elimination of Mass Illiteracy, National Education System and National Policies, New Trends in Education like Deschooling Movement, Lifelong Education, Rights of the Child, Modern Media and Materials for Professional Growth of Primary School Teachers, Minimum Levels of Learning and the Constitutional Provisions and Amendments in Education and so on. All these chapters though concerned with education in general, seek to focus at Primary/Elementary Education in particular.

The Part II "Growth and Development of Primary/Elementary Education" contains 15 chapters directly concerned with the Growth and Development of Primary/Elementary Education, Role, Objectives and Functions of Primary Education, Universalisation of Elementary Education, Disparities in Elementary Education, Innovations in Elementary Teacher and Adult Education, Operation Blackboard, Curriculum Development/Reconstruction, Elementary Education as Human Resource Development, Equalisation of Educational Opportunity, Learning without Burden, UN System Support for Community-Based Primary Education, DPEP, Education Guarantee Scheme and Alternative Elementary Education. The issues discussed in these chapters are very vital and core to Primary Education in general and the Universalisation of Elementary Education in particular.

The Part III entitled "Organisation and Management of Primary/Elementary Education" embodies 15 chapters discussing the Role and Responsibilities of Teachers, Effective Teaching and Successful Teachers, Inservice Education and Training for Teachers, Classroom Organisation and Management, Duties and Functions of the Headmaster, School-Community Relationship, Improving Classroom Activities, Organisation of Co-curricular Activities, Art Education in the NPE 1986-1992, Role of Children's Literature in Elementary Education, Evaluation for Improving the Teacher Learning Process, Teaching Techniques and Skills and Audio-visual education. All these chapters seek to improve the quality and effectiveness of Primary Education.

The Part IV "Sociological and Psychological Aspects of Primary/Elementary Education" consists of 17 chapters which generally deal with various constraints and concerns of different groups of clientele The chapters therein mostly dwell upon Education of Girls, Children of the Underprivileged, Scheduled Castes and Tribes, Backward Learners, Specially Handicapped Children, Problems of Financing by Government and Voluntary Efforts. A good number of chapters have been devoted to the brief discussion of psychological issues and problems concerning Primary Education as it was felt that knowledge of them would enable teachers to do justice to their activities. Some of these chapters are on Child Growth and Development, Physical, Intellectual, Emotional, Social and a few of them deal with Promotion of Speech Activities, Language Development, Identifying and Encouraging Creative Activities of Young Children.

The Part V entitled "Democracy and Primary/Elementary Education: Case Studies and Investigations" include seven studies and research reports in brief which are related to Primary Education in its various aspects and dimensions like Impact of Democracy on Primary Education, Inspection Reports of Primary Schools, Methods of Inspection of Primary Schools, Need of Early Childhood Education for UEE, Efficacy of the Field Trip in Teaching Social Studies, (Primary), Reading Interests of Children, Problems and Prospects of School-Community Co-operation for Democratisation and Improvement of Primary Education. The findings of these studies are quite relevant to the needs and conditions of Primary Schools and would help
planning, organising and evaluating various programmes.

Lastly, in Appendices excerpts of four important documents of the Government of India, UN Agencies and NCTE, New Delhi have been given for enabling the planners, teachers and supervisors to perform their duties more effectively. Teachers can democratise the various activities of the Primary Schools, and follow some innovative methods of teaching. Supervisors can supervise the school programmes effectively, School-Community Relations can be improved and democratised for solving various problems of Primary Schools and Teacher Education Institutions at the Primary stage can be improved with standard infrastructure.

In this venture, I acknowledge my indebtedness to various Government and non-Government Organisations, concerned International, National and State Institutions for utilising their materials very profitably. Especially, the keen interest shown and encouragement given by Mr. G.S. Bhatia, Managing Director, Deep & Deep Publications Pvt. Ltd., New Delhi in developing this book, is very encouraging. I hope, in view of the international challenge, national commitment and State concerns for making Primary Education universal as well as successful, this humble attempt will be received well.

Bhubaneswar

JAGANNATH MOHANTY

PART I POLICY AND PROGRAMMES OF PRIMARY/ ELEMENTARY EDUCATION: INTERNATIONAL AND NATIONAL

1 National System of Education and National Policy on Education

BACKGROUND OF A NATIONAL SYSTEM OF EDUCATION

India achieved her Independence from the foreign shackles after the historic struggle of peace and non-violence under the ebullient and dynamic leadership of Mahatma Gandhi, the Father of the Nation on August 15, 1947. The Constitution of India was enacted and adopted in the Constituent Assembly on the 26th November, 1949 after a long period of hectic preparation and deliberation in a series of brain/storming sessions. India was constituted a Sovereign Democratic Republic on the four pillars of justice, liberty, equality and fraternity. The Preamble, the Fundamental Rights, the Directive Principles of State Policy and other articles of the Constitution have all breathed a robust spirit of nationalism and visualised a national structure of strong federalism. The National Anthem and the National Flag are the bright testimonies of these national characteristics. The Constitution Fathers have made adequate provisions for maintaining national unity amidst cultural diversities.

Education has ever been accorded an honoured place in the Indian society. The great leader of the nation when engaged in the Freedom struggle realised the fundamental role of education in accelerating the pace of Independence movement and stressed its unique significance for the national unity and development. Gandhiji formulated the scheme of Basic Education not only to harmonize intellectual and manual work, but also to unify various parts of the country into a national whole. Basic Education had most of the characteristics of a national system of education and it was intended to lay the foundation of a unified India.

GENESIS OF THE NATIONAL POLICY ON EDUCATION

Just after the Independence it was decided to reorient the educational system of the country in order to adjust it to the changing needs and aspirations of the people. Education was also regarded as a potential instrument of social change and national upliftment. It was taken as a vital factor of the national progress and security. It has been the major concern of Government both at the national as well as state levels and increasing attention was given to educational reconstruction and reorientation. Several Committees and Commissions were required to review the educational problems and make recommendations for bringing about desired changes in the structure and strategy of education.
An elementary school in California. Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. In North America, this stage of education is usually known as elementary education and is generally followed by middle school. In most countries, it is compulsory for children to receive primary education, though in many jurisdictions it is permissible for parents to provide it. Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. Primary or elementary education is the first years of formal, structured education that occurs during childhood. In most Western countries, it is compulsory for children to receive primary education (though in many jurisdictions it is permissible for parents to provide it). Primary education generally begins when children are four to seven years of age. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject areas, often music or physical education. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system. ELEMENTARY EDUCATION noun – Education in elementary subjects (reading and writing and arithmetic) provided to young students at a grade school. Primary education and elementary education are semantically related. In some cases you can use "Primary education" instead a noun phrase "Elementary education". Synonyms for Elementary education. Primary education. Definitions of Primary education not found. Elementary education and primary education are semantically related. PRIMARY EDUCATION noun and Elementary education. (2017). Retrieved 2020, May 03, from https://thesaurus.plus/related/elementary_education/primary_education. Elementary education & Primary education. N.p., 2017. Web. 03 May.